DOCUMENT RESUME

ED 320 268 EA 021 926

| | |
|---|---|
| AUTHOR | Mayo, Bud |
| TITLE | Striving for Drug-Free Schools |
| INSTITUTION | National Association of Secondary School Principals, Reston, Va. |
| PUB DATE | Mar 90 |
| NOTE | 8p. |
| AVAILABLE FROM | Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts). |
| PUB TYPE | Reports - Evaluative/Feasibility (142) -- Collected Works - Serials (022) |
| JOURNAL CIT | The Practitioner; v16 n3 Mar 1990 |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Administrator Responsibility; *Agency Cooperation; *Drug Abuse; *Drug Education; Elementary Secondary Education; Intervention; *Prevention; *Principals; Program Development |

ABSTRACT

Principals can effectively confront the problem of student drug abuse by working with public and private resources, school and community leaders, law enforcement, and treatment and counseling professionals. The most effective school drug education programs include a well-orchestrated K-12 curriculum. The "Just Say No" approach provides students with tools to cope, rather than simply emphasizing scare tactics like adverse health and social and legal consequences. A local school substance abuse team comprised of an assistant principal, counselors, parent representatives, and teachers is the most realistic approach to the problem. The team's responsibilities should include education, intervention, referral, and development of drug-free alternatives for students. All staff members must be aware of the typical characteristics of the substance-abusing student. The principal's primary responsibility is to create and enhance a drug-free educational environment by ensuring that mutually supporting policies, curricula, and cooperative efforts are in place. Directory information is provided concerning available program resources, national hotlines, national anti-drug organizations, and support groups. Program development guidelines for substance abuse education and prevention programs are illustrated by examples from eight schools. (Five references) (MLH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED320268


# THE PRACTITIONER

nassp

A Newsletter for the On-Line Administrator

Vol. XVI, No. 3 (ISSN 0192-6160) March 1990


# Striving for Drug-Free Schools


U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Koerner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 021 226




BEST COPY AVAILABLE

# THE PRACTITIONER

nassp

A Newsletter for the On-Line Administrator

Vol. XVI, No. 3 (ISSN 0192-6160) March 1990


# Striving for Drug-Free Schools

Student drug abuse is a problem educators throughout this country are facing, in school districts large and small. Some students are clearly identifiable drug abusers while others have problems that generate little attention.

The principal—working with public and private resources, school and community leaders, law enforcement, treatment and counseling professionals—can effectively confront this perplexing problem.

The principal must take an active leadership role in this "war on drugs" by providing students and staff members with a program that both meets the needs of the local school and includes the elements of successful drug education.

One treatment professional summed up the situation: "It is easier to prevent drug abuse than it is to treat drug abuse." Therein lies our challenge.

Some sobering facts help focus the challenge:

**FACT:** Most high school drug abusers become involved with illicit drugs when they are in upper elementary or middle school. The average age for first-time use is 12 for alcohol and 12.5 for marijuana.

**FACT:** Drugs are available in every middle and high school. Older "dealers" recruit middle and high school students to arrange drug deals and make connections at their schools.

**FACT:** Most students buy drugs from other students.

**FACT:** All students witness a drug transaction, are approached to buy drugs, or are offered illicit drugs sometime before their high school graduation.

**FACT:** Illicit drugs (including alcohol) are present and used at most school parties.

**FACT:** More than half of all teenage deaths are drug-related.

**FACT:** Most drug abusing students know more about illicit drug abuse than do administrators.

## Effective New Programs

The most effective school drug education programs include a well-orchestrated K-12 curriculum. New substance abuse prevention models emphasize a "Just Say No" approach with a wide range of skills designed to enhance self-esteem and social competence and to reduce motivation to use drugs. They teach specific techniques for resisting social influences, particularly the peer pressure to smoke, drink, or use drugs. The "Just Say No" approach provides students with tools to cope rather than simply emphasizing scare tactics like adverse health, social, and legal consequences.

The school's program must be coordinated with district-wide objectives and with community and state agencies. The most effective programs feature close working relationships among school administrators, parents, students, community members, and law enforcement officials. A local school substance abuse team is the most realistic approach to the problem. A typical team would include:

EA 021 926

- Assistant principal
- Counselors
- Parent representative(s)
- Teachers

The team's responsibilities include education, intervention, referral, and the development of drug-free alternatives for students. Each individual has a role in this process. Teachers, counselors, and administrators in particular must stay informed about trends in substance abuse, intervention strategies, and referral processes. The school team can also develop drug-free activities for students. One of the most popular of these activities is the all-night, drug-free, graduation party.

## Awareness Is the Key

Awareness is the key to understanding and identifying the extent of school substance abuse problems. All staff members K-12, from bus drivers to the principal, must be aware of the typical characteristics of the substance-abusing student:

- Declining grades, truancy, or tardiness
- Loss of motivation and self-discipline
- Short attention span
- Fascination with the drug culture
- Obsession with rock groups and drug-related pictures slogans, clothing, books, and personal items
- Change of friends, evasiveness about new friends
- Change in personal dress or grooming habits
- Sullen, uncaring attitude and behavior
- Periods of anger, hostility, and irritability
- Persistent problems with school behavior
- Conflicts with authority figures (teachers, counselors, administrators)
- Aura of secrecy, mysterious phone calls
- Unusually big appetite
- Possession of small boxes, baggies, rolling papers, pipes, or other drug paraphernalia.

The local school substance abuse team must work to communicate these identifying characteristics to the school community. The four stages of substance abuse must also be shared:

I. **Experimentation:** Learning the MOOD SWING. In this initial stage, students experiment and discover that certain drugs can create certain feelings. Commonly abused drugs are cigarettes, wine coolers, alcohol, and inhalants.

II. **Seeking the Mood Swing:** Actively seeking the effects of drugs to "get high," feel better, perform better, or to relax. Commonly abused drugs are alcohol and marijuana.

III. **Preoccupation with the Mood Swing:** Becoming dependent. In this stage drugs are used to get drunk or high. The abuser feels that he or she cannot have fun without drugs. Commonly abused drugs are alcohol, marijuana, hash, crack, and speed.

IV. **Addiction/Chemical Dependence:** The user is psychologically or physically dependent. In this stage, the abuser must use drugs to feel normal. Long-term residential treatment is now required. By this stage, the abuser has used a wide variety of drugs such as crack, LSD, heroin, and PCP.

## Program Resources

The principal's primary responsibility is to create and enhance an educational environment that is "drug free." Before any school-based prevention effort can be successful, several elements must be in place and should be mutually supportive:

- *Policy*—A clear and well-defined "no drugs" message.
- *Curriculum*—Drug abuse prevention education must be K-12 and system-wide.
- *Cooperative Efforts*—Effective prevention programs involve the community and public and private resources.

The principal must marshal all available resources from the school, the school system, and outside resources. These resources must be readily available to the students, staff members, and the extended school community.

**School System.** The guidance and administrative staff members are the school's first-line defense in combating drug abuse. Guidance and administrative staff members must receive thorough training to be up-to-date on the current trends and treatment of drug abuse. The local student services department should designate a member of the staff as the substance abuse education coordinator and help that person coordinate the training of individuals system

wide. Every school should have a designated Substance Abuse Resource Person (SARP).

**Community Resources.** The drug education program must utilize community resources. The health department, law enforcement agencies, civic and professional organizations, business and industry groups, and treatment facilities are anxious to provide the local school with literature, speakers, and resource materials. The Lions and Elks Clubs have been especially active in promoting a national anti-drug message. These resources can be particularly helpful in developing drug free alternatives for students after school.

**State Resources.** Principals should not overlook the resources available from the state. State departments of education, health and human services, and state anti-drug organizations can add another dimension to local school efforts. The State of Texas, for example, has been particularly active with schools in its "Texas War on Drugs" program. The Commonwealth of Virginia has offered schools its CADRE program. The governor's office in each state is anxious to assist local systems or direct them to additional aid.

**National Anti-Drug Organizations.** Two merit special mention:

- PRIDE (Parents Resource Institute for Drug Education) is the largest anti-drug organization. The institute maintains a toll-free hotline for information about drugs and drug abuse. A wide variety of literature is also available from PRIDE. Perhaps the strongest service of this organization is its international PRIDE Conference held every April. School and community leaders from all over the nation come to share "what works." Presenters provide excellent workshops and materials for school and community leaders.
- NFP (National Foundation of Parents for Drug Free Youth) has state chapters that provide schools and communities with a wide variety of literature and anti-drug information. The NFP curriculum guides can be particularly helpful to schools evaluating their existing curriculum or considering a new one. NFP also provides resource speakers.

**Support Groups.** These can be a vital asset to school drug-abuse education efforts. Contact such organizations as Tough Love, ALANON/ALATEEN, Alcoholics Anonymous, Narcotics Anonymous, and specific local organizations.

A listing of anti-drug and support organizations follows and should be made available through the school guidance office to all interested parties.

## National Hotlines

- Cocaine Hotline 800-262-2463
- "Just Say No" Clubs 800-258-2766
- National Institute on Drug Abuse 800-638-2045
- National Runaway Hotline 800-231-6946

## Organizations

- ACTION
  Drug Prevention Program
  806 Connecticut Ave., NW
  Washington, D.C. 20525
  (202) 634-9759
  (Grants for community- based projects)

- Alcohol and Drug Abuse
  "Pulsebeats"
  Insurance Field Company
  P.O. Box 18630
  Louisville, Ky. 40218
  (Monthly newsletter)

- Committees of Correspondence, Inc.
  P.O. Box 232
  Topsfield, Mass. 01983
  (617) 774-2641
  (Newsletter, resource list)

- Elks Drug Awareness Program
  c/o Richard Herndobler
  P.O. Box 310
  Ashland, Oreg. 97520
  (503) 482-3911
  (Literature on drug abuse)

- Families in Action
  3845 N. Druid Hill Rd.
  Suite 300
  Decatur, Ga. 30033
  (Newsletter)

- Kiwanis International
  Public Relations
  3636 Woodview Trace
  Indianapolis, Ind. 46268
  (317) 875-8755
  (Drug education materials)

- Lions Club International
  300 22nd St.
  Oak Brook, Ill. 60570
  (312) 571-5466
  (Drug awareness materials)

- Narcotics Education, Inc.
  6830 Laurel St., NW
  Washington, D.C. 20012
  (202) 722-6740
  (A non-profit organization featuring books, pamphlets, posters, and teaching aids)

- National Federation of Parents
  for Drug Free Youth (NFP)
  1423 N. Jefferson
  Springfield, Mo. 65802
  (Ask for the Drug Prevention Curriculum & Resource Review, K-12)

- National Parent-Teacher Assoc. (PTA)
  7 N. Rush St.
  Chicago, Ill. 60611-2571
  (312) 787-0977

- PANDAA
  Joy Tobias
  P.O. Box 314
  Annandale, Va. 22003
  ("Kids & Drugs," $3.95/copy, discount for multiple copies)

- PRIDE
  100 Edgewood Ave., NE
  Woodruff Bldg.
  Suite 1216
  Atlanta, Ga. 30303
  (800) 241-9746
  (Newsletter, publications, national conference information)

- Tough Love
  P.O. Box 1069
  Doylestown, Pa. 18901
  (215) 348-7090

- U.S. Department of Justice
  Drug Enforcement Administration
  Washington, D.C. 20537
  (Drug awareness campaign information)

- Youth Who Care
  Box 4074
  Grand Junction, Colo. 81502
  (303) 245-4160
  (Information on starting drug abuse prevention youth groups)

# Program Development

The period of 1980-1989 witnessed the development of numerous commercial substance abuse education and prevention programs. Evaluate them carefully. Although many of these programs are well-conceived, a number currently being marketed may not be consistent with your school system or community needs. Ask the publisher for a list of school systems in your area or state that are using the program.

Building Drug-Free Schools is the American Council for Drug Education's four-part K-12 prevention kit. It consists of three written guides and a film, and is available from ACDE at 204 Monroe St., Suite 110, Rockville, Md. 20850; (301)294-0600.

The film tells the story of three schools through the eyes of principals who have successfully implemented drug-free policies and programs. It shows how a school can overcome a drug problem with clear and consistently enforced policies. The 20-minute film is designed to motivate administrators, teachers, counselors, school board members, parents, and community leaders.

The written guides address policy, curriculum, and community consensus.

- *Policy* tells how to construct and implement a workable school drug policy. It explains why a school needs sound drug policy, how to make such policy, and how to enforce it consistently. Requirements for curriculum, the role of law enforcement, and suspension, expulsion, and intervention procedures are some of the key policy issues that are addressed.
- *Curriculum* provides easy-to-use, complete, and age-appropriate learning activities for students K-12. It also presents essential drug information for teachers and other staff members and spells out the developmental basis for a K-12 curriculum.
- *Community Consensus* outlines how parent groups, businesses, religious institutions, civic organizations, medical professionals, the media, and other members of the community can reinforce the drug-free message.

# TO ILLUSTRATE

The most important characteristics of an effective school program are strong leadership from the principal and a safe and orderly school climate. The most successful programs reflect these characteristics and a cooperative team effort.

**6**

**William Randolph, Principal** **2875 Northside Dr.**
**Northside HS** **Atlanta, Ga. 30305**
**(404) 355-6886**

Northside High School's drug abuse prevention program emphasizes clear expectations for students, parents, teachers, and staff members. A drug awareness curriculum is an integral part of the academic program. Each Northside student is required to take an 11-week drug awareness class. The Northside effort features active parent support of school anti-drug programs and policies.

**Benjamin Miller, Principal** **Handley Blvd.**
**John Handley HS** **Winchester, Va. 22601**
**(703) 662-3471**

The Handley program offers a fine example of school and community leaders working together to develop and maintain a drug-free environment. The school administration works closely with Kids Are Our Concern (KAOC), a community organization committed to strong anti-drug efforts. Students, parents, and school administrators participate in the development and annual review of school policies on drug abuse.

**W.A. Franklin, Principal** **1801 Rockingham Lane**
**Bowling Green HS** **Bowling Green, Ky. 42101**
**(502) 842-1674**

Bowling Green school personnel receive training from community health organizations. Teachers, the district curriculum specialist, and community service agencies have developed a comprehensive drug education curriculum that is integrated into the school program.

School policies, enthusiastically supported by the community, have been clearly communicated and enforced by school officials. Strong support for school system anti-drug efforts is provided by the Bowling Green Parents for Drug Free Youth (BGPDFY). The Bowling Green program underscores how teamwork pays off in fighting drug abuse.

**Lloyd Eason, Principal** **4200 Marshal Ave.**
**Newsome Park MS** **Newport News, Va. 23607**
**(804) 599-8955**

Newsome Park has a comprehensive program that includes awareness, prevention, information, and intervention components. The school enjoys extensive support from community, civic, religious, and business resources. The drug-free program is reviewed annually as a part of the school's improvement model. Specific curriculum elements include Project Dare, Operation Aware, and a Quest (Skills for Adolescence) program. These programs work in conjunction with the state-mandated drug education curriculum.

**Richard Kilmer, Principal** **7351 S.W. 128th St.**
**Palmetto Jr. HS** **Miami, Fla. 33156**
**(305) 238-3911**

The drug abuse prevention effort at Palmetto is administered by a drug and alcohol specialist, with funding provided by the Dade County School System as part of a district-wide program called Project TRUST (To Reach Ultimate Success Together). Under the leadership of the TRUST specialist, Palmetto Junior High has orchestrated a host of drug free activities and programs, most of which focus on information and counseling services for students and parents.

Physical and mental health issues relating to drug abuse are incorporated into the regular curricula of physical education and home economics. Teachers are encouraged by school officials to discuss drug abuse topics as they arise, at all grade levels, and in all classes. Palmetto students are very active in the national "Just Say No" campaign.

The use of an abuse prevention specialist is a growing trend in school systems. This specialist works full-time as a resource to local schools.

**Avi Poster, Principal** **221 S. Wolf Rd.**
**Oliver Wendell Holmes Jr. HS** **Wheeling, Ill. 60090**
**(312) 520-2790**

The Holmes approach features a strong no-drug, alcohol, and tobacco policy coupled with a variety of before and after-school programs. "Hugs not Drugs" rallies have been well-received. A strong peer support program is administered by the school guidance department with assistance from the school social worker.

*Information on the above programs was compiled from* Noteworthy Programs & Practices *published by the Southeast Regional Center for Drug Free Schools and Communities, Atlanta, Ga., and from the final report of the White House Conference for a Drug Free America.*

**Don Hennessey, Student Serv.** **Devonshire Center**
**& Special Education Dept.** **2831 Graham Rd.**
**Fairfax County** **Falls Church, Va. 22042**
**Public Schools** **(703) 876-5246**

The Fairfax County K-12 prevention program has won numerous awards for excellence. Ongoing training is offered to administrators and counselors, and every middle and high school has a designated Substance Abuse Resource Person who acts as the liaison between the local school and the district substance abuse coordinator's office.

School team and student leadership training programs are offered to local schools. A wide range of publications and materials have been developed for school use. Prevention training begins early with designated topics in the elementary program, *Ready, Set, Go*, and "Just Say No" clubs.

**Huntley J. Cross, Special Asst. to the Superintendent Anne Arundel County Public Schools**
**2644 Riva Rd. Annapolis, Md. 21401 (301) 224-5289**

The Anne Arundel County Board of Education has established a clear position on the possession, consumption, and distribution of drugs and alcohol in schools. This policy holds students accountable for their behavior on school busses, within school buildings or on school property, and during school-related or board of education-sponsored activities, whether on or off school property, and including private clubs, businesses, and commercial establishments.

The Alternative Drug Program (ADP) provides mandatory education and counseling for students who are found in possession of or who have used drugs and/or alcohol. The counseling component consists of five one-hour sessions for the parents and student with a trained counselor. The instructional component offers student drug and alcohol offenders eight, two-hour classes during a four-week period. The Alternative Drug Program was cited as exemplary in the publication, *What Works: Schools Without Drugs* (U.S. Department of Education).

# Conclusion

Substance abuse is a pervasive problem that affects all sectors of our society. School drug abuse education and prevention efforts are not a panacea that will cure this epidemic, but schools must play a significant role. Principals and school staff members must work closely with the community and the private sector in a unified effort to solve the problem.

The focus of school efforts must always be on *prevention*. Our children represent our greatest resource; we must educate them to make drug-free choices and give them the skills necessary to remain drug free.

## Selected References

Hawley, R. "Schoolchildren and Drugs." *Kappan Special Report*, May 1987.

National Association of Secondary School Principals. "Drug Prevention Programs - Strong Policies, Strong Actions," *NASSP Curriculum Report*, April 1988.

Southeast Regional Center For Drug Free Schools and Communities. *Noteworthy Programs and Practices*. Available from the Hunt Building, Suite 210, 50 Hurt Plaza, Atlanta, Ga. 30303; (404) 688-9227.

National Federation of State High School Associations. *On Target Newsletter*. Available from 11724 Plaza Circle, P.O. Box 20626, Kansas City, Mo. 64195; (800) 366-6667 or (816) 464-5400.

U.S. Government Printing Office. *White House Conference For a Drug Free America*, Final Report, June 1988. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

This *Practitioner* was prepared by Bud Mayo, a school administrator with the Fairfax County (Va.) Public Schools. Mayo has presented drug prevention workshops and training sessions in school systems throughout the nation.

*The Practitioner* is a quarterly publication of the research department of the National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091, Telephone (703) 860-0200. Annual subscription rate of $4 is included in the dues of NASSP. Individual subscriptions are not available. Additional copies may be ordered: single copies, $1.75 each; 2-10 copies, $1.25 each; 11-99 copies, $1 each; 100 or more copies, 85 cents each. Payment must accompany orders of $15 or less.

JOHN A. LAMMEL, *President, NASSP*
TIMOTHY J. DYER, *Executive Director*
JAMES W. KEEFE, *Director of Research*

THOMAS F. KOERNER, *Editor*
CAROL BRUCE, *Associate Editor*
PATRICIA GEORGE, *Assistant Editor*